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In order for vocational education programs to meet the needs of youth and industry in our constantly changing society, curriculum, personnel, instruction, and methods must be continuously evaluated. Evaluation must lead to continuous program improvement, and direct the objectives of future training programs. Evaluation criteria to measure various aspects of the vocational program, procedures and responsibilities are listed, presented in an organizational chart, and in tabular form. The document contains a Program Analysis Questionnaire and instructions for administering and tabulating the questionnaire. The four major sections of the questionnaire are Administration and Guidance, Curriculum, Physical Facilities, and Instruction. The three-dimensions of the evaluation program are: (1) self-analysis by the local school administration and vocational-technical school staff, (2) analysis by an evaluation team, and (3) analysis by representatives of industry. (FP)

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PROGRAM ANALYSIS QUESTIONNAIRE

for

VOCATIONAL AND TECHNICAL EDUCATION

R. I. DEPT. OF EDUCATION

Division of

VOCATIONAL-TECHNICAL EDUCATION

VT008432

PROGRAM ANALYSIS QUESTIONNAIRE

for

VOCATIONAL AND TECHNICAL

EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

The State Board of Education's plan for expansion and improvement of vocational and technical programs throughout the State of Rhode Island is underway with three new area facilities in operation as of September, 1968. In addition, two new facilities are under construction; one in Providence and one in Lincoln while another in East Providence is scheduled for construction this year. Two more facilities are in the planning stages.

Recognizing that buildings alone will not insure successful programs, the Department of Education has been in the process of developing evaluative criteria designed to measure all aspects of the vocational program with the objective of making each program more responsive to student needs.

On the pages to follow will be found a Program Analysis Questionnaire to be used for analyzing the effectiveness of a vocational-technical program. This instrument is largely a result of the efforts of the staff of the Division of Vocational Education. In developing the questionnaire several existing instruments were reviewed and consultation was established with both the Regional and Federal Office of Education and several universities currently doing research in the field of program evaluation. Materials from many states including Ohio, Pennsylvania, Connecticut, and California were utilized in developing the format and content. Appreciation is extended to the many persons in these States whose contributions have helped produce this instrument.

In developing the questionnaire, staff members of the Vocational Division were continually aware of the tentative nature of all current approaches to program evaluation. The materials are subject to continuous review and revision based upon variations in local conditions and also upon significant new research findings developing in the field of evaluation. The questionnaire is intended as a guide for those involved in improving vocational education programs locally and throughout the State.

Thomas H. Sandnam, Jr.
Associate Commissioner of
Vocational-Technical Education

INTRODUCTION

Vocational-technical education programs must be designed to meet the needs of youth and industry in our constantly changing society. Essential to the success of such programs is a continuous examination of the curriculum, personnel, equipment, and methods used. Evaluation must lead to continuous program improvement, should keep teaching up-to-date, and should give direction to setting future goals for training programs. It is for this purpose that the Program Analysis Questionnaire for Vocational and Technical Education has been developed.

In order to establish criteria which would most systematically and effectively analyze vocational-technical programs and which would include all aspects of the program, the Program Analysis Questionnaire was designed to include four major sections:

1. Administration and Guidance
2. Curriculum
3. Physical Facilities
4. Instruction

To effectively evaluate the program, a three-dimensional approach has been established as follows: (A) Self-analysis by local school administration and vocational-technical school staff, (B) Analysis by evaluation team, (C) Analysis by industry representatives.

EVALUATION PROCEDURES

1. The Associate Commissioner identifies Vocational-Technical Program to be evaluated.

2. An evaluation team of Department of Education staff members and/or local school personnel is named by the Associate Commissioner. The team will consist of the following:

    a. Team Leader
    b. Vocational Guidance Specialist
    c. Vocational Curriculum Specialist
    d. Vocational Facilities Specialist
    e. One Area School Coordinator representing a school district other than the one to be evaluated
    f. One academic educational specialist

3. The Associate Commissioner and the Evaluation Team Leader meet with the local superintendent to explain the purpose and procedures of the Evaluation.

4. The Evaluation Team Leader meets with local school personnel including the school principal, area coordinator, guidance counselor(s) and all vocational-technical teachers. The purpose of this meeting is twofold:

    a. Orientation as to the purpose and procedures of the Evaluation
    b. Distribution of the Evaluation Instrument, as indicated in Chart A

5. The Questionnaires, completed by local school personnel, are returned to the Vocational Division Office.

6. The Team Leader and local Area Coordinator meet with the local Advisory Committee for the following purposes:

    a. Orientation as to the purpose and procedures for the evaluation
    b. The local Advisory Committee is requested to select two industry representatives to evaluate <u>each occupational area</u>

7. The Team Leader and local Area Coordinator meet with industry representatives selected by the Advisory Committee for the following purposes:

    a. Orientation as to the purpose and procedures for the evaluation
    b. Distribution of the "Curriculum" and "Physical Facilities" Sections of the Instrument
    c. Establishment of time schedules with the local Area Coordinator for visitations by industry representatives

8. The "Curriculum" and "Physical Facilities" Sections, completed by industry representatives, are returned to Vocational Division office.

9. The Evaluation Team completes appropriate sections of the evaluation instrument as indicated in Chart A.

10. Tabulation and analysis of all responses by Vocational Division Evaluation Team.

11. Report of findings to local Advisory Committee and school personnel.

12. Writing of final Evaluation Report.

13. Follow-up on recommendations.

The following organizational chart presents a general breakdown of evaluation responsibilities by category.

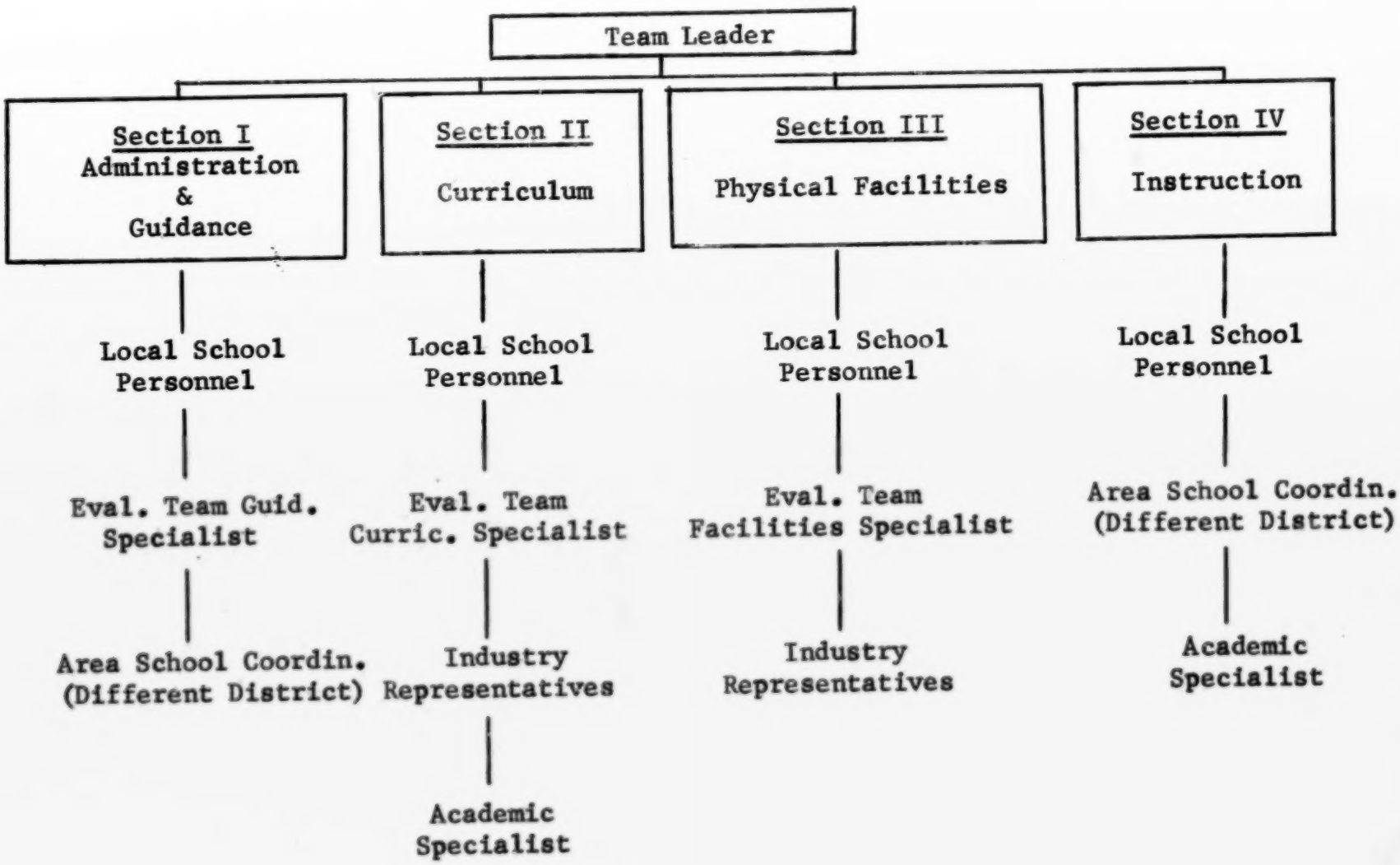

Chart A indicates the various responsibilities more specifically.

EVALUATION ASSIGNMENTS - VOCATIONAL-TECHNICAL PROGRAM

Personnel	Section I Admin. & Guid.	Section II Curriculum		Section III Physical Facilities		Section IV Instruction	
		Overall Program	Indiv. Occup. Area	Overall Program	Indiv. Occup. Area	Overall Program	Indiv. Occup. Area
Group A - Local School Personnel							
Principal	x	x		x		x	
Area Coordinator	x	x		x		x	
Guidance Counselor (Voc. Prog.)	x	x		x		x	
All Vocational Teachers			x		x		x
Vocational Teacher Representatives	x						
Group B - Evaluation Team							
Team Leader	x	x		x		x	x
Voc. Guidance Specialist	x						
Voc. Curriculum Specialist			x				
Voc. Facilities Specialist				x	x		
Area Coordinator (Other District)	x	x				x	x
Academic Specialist		x				x	
Group C - Industry Respresentatives (2)			x		x		

Guidelines for Completing Program Analysis Questionnaire

The Program Analysis Questionnaire consists of four sections: 1) Administration and Guidance, 2) Curriculum, 3) Physical Facilities, 4) Instruction. Each section is introduced by a "Statement of Guiding Principles." The actual questionnaire consists of a series of "Evaluative Questions" each of which analyzes a particular phase of the program. Following each evaluative question is a series of "Checklist Questions." Responses to these detailed checklist questions will provide a basis for answering the more general evaluative question.

Responses are indicated in columns provided on the analysis questionnaire as follows:

Group A - For Local Administration and Vocational-Technical School Staff
Group B - For Evaluation Team
Group C - For Industry Representatives

The following code is provided for answering the checklist questions:

2 - Indicates a strongly affirmative answer
1 - Indicates an affirmative answer
0 - Indicates a negative answer

Ratings are derived by tabulating results of each series of checklist questions. Final evaluations will represent an average judgment of those persons responsible for the answers to the checklist questions.

Space for comments is provided after each evaluative question.

SECTION I

ADMINISTRATION AND GUIDANCE

SECTION I - ADMINISTRATION AND GUIDANCE

STATEMENT OF GUIDING PRINCIPLES

The local program of vocational and technical education should be so organized as to provide in a manner as efficient as possible the training needed by youth and adults for entrance into or advancement in the occupations of the community.

1. How satisfactory are the attitudes and practices of the administrative staff as they pertain to the vocational and technical education program?

   CHECKLIST:

		GROUP		
		A	B	C
a.	Is there evidence that the local school committees accept and support vocational and technical education as an integral part of the total school program?	( )	( )	( )
b.	Are adequate funds provided and equitably budgeted to each occupational area?	( )	( )	( )
c.	Are the responsibilities of each staff member clearly defined and is the necessary authority granted to the individual to carry out his responsibilities?	( )	( )	( )
d.	Is there evidence that the principal seeks the advice and counsel of the area coordinator regarding matters pertinent to the vocational-technical program?	( )	( )	( )
e.	Is there evidence that the area coordinator seeks the advice and counsel of his instructors in matters pertaining to their area of specialization?	( )	( )	( )
f.	Is there evidence that adequate clerical help is provided for vocational and technical education personnel?	( )	( )	( )
g.	Is there evidence that there is an efficient system for obtaining equipment and supplies?	( )	( )	( )
h.	Is there evidence of an efficient custodial service? . . .	( )	( )	( )
i.	Is there evidence that there is an efficient system of handling and accounting for funds used in the vocational-technical program?	( )	( )	( )
j.	Is there evidence that the area coordinator is consulted regarding selection and retention of all vocational-technical staff?	( )	( )	( )

k. Is there an efficient system of data collection for local, state and Federal reports? . . . . . ( ) ( ) ( )

l. Is the staff kept informed regarding the plans for and progress of the vocational-technical program? . . . . . ( ) ( ) ( )

EVALUATION:

The attitudes and practices of the administration toward the vocational-technical education program are	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	GOOD
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

SECTION I - ADMINISTRATION AND GUIDANCE (Continued)

2. Does the administration exhibit attitudes, policies, and practices which contribute to the development of a comprehensive program?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is there evidence that the School Committee establishes operational policies conducive to the development of a comprehensive program?	( )	( )	( )
b. Is there evidence that the superintendent understands, accepts, and supports vocational-technical education as an integral part of the total school program?	( )	( )	( )
c. Is there evidence that the principal understands, accepts, and supports vocational-technical education as an integral part of the total school program?	( )	( )	( )
d. Is there evidence that the principal informs the entire staff of plans for and progress of the vocational-technical program?	( )	( )	( )
e. Is there evidence that the principal encourages participation of the vocational-technical staff in school and community affairs?	( )	( )	( )
f. Is there evidence that special services of the school such as library, psychological, and health are available to vocational-technical students?	( )	( )	( )

EVALUATION:

The administration's attitudes, policies and practices toward the development of a comprehensive program are	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	ABOVE AVERAGE
	( )	( )	( )	REASONABLY GOOD
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

3. How adequately is the vocational-technical education program supervised?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is the program under the direction of a person who is well qualified in training and experience?	( )	( )	( )
b. Is there evidence of satisfactory leadership?	( )	( )	( )
c. Is there evidence that all the areas of training are being adequately supervised?	( )	( )	( )
d. Is there evidence that teachers, students, advisory committees, and employers have confidence in and respect for the supervision provided for the program?	( )	( )	( )
e. Is there evidence that the area coordinator understands and supports the program of general education?	( )	( )	( )
f. Is there evidence that the area coordinator cooperates with the personnel in the general education program? . . .	( )	( )	( )
g. To what extent does the local Advisory Committee function? .	( )	( )	( )
h. Is the membership of the local Advisory Committee representative of all major interests in the community? . .	( )	( )	( )
i. To what extent do craft committees function in the occupational areas represented in the program?	( )	( )	( )
j. Is there evidence of a wholesome supervisory relationship with the vocational and technical education staff?	( )	( )	( )
k. Is there evidence that the area coordinator is not hindered in providing adequate supervision by unrelated administrative duties?	( )	( )	( )
l. Is there evidence of a planned and functioning program of public relations?	( )	( )	( )

EVALUATION:

The supervision of the vocational-technical education program is	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	VERY COMPREHENSIVE
	( )	( )	( )	THOROUGHLY DONE
	( )	( )	( )	ADEQUATELY DONE
	( )	( )	( )	PARTIALLY DONE
	( )	( )	( )	NOT DONE AT ALL

COMMENTS:

SECTION I - ADMINISTRATION AND GUIDANCE (Continued)

4. To what degree have guidance services for vocational-technical students been developed?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is there evidence that a cooperative relationship exists between the counselor of the vocational program and the guidance staff of all participating schools?	( )	( )	( )
b. Does the guidance counselor assist the area coordinator in the screening of applicants for the vocational-technical program?	( )	( )	( )
c. Are academic records, test results and counselor recommendations used in the screening process?	( )	( )	( )
d. Are occupational surveys conducted and updated periodically?	( )	( )	( )
e. Have program informational materials been developed? . . .	( )	( )	( )
f. Is occupational and career information developed in cooperation with area civic groups, government agencies, professional associations and other organizations?	( )	( )	( )
g. Is there evidence that full utilization is made of the services provided by the Department of Employment Security and other agencies?	( )	( )	( )
h. Is there evidence that a counseling program has been developed to assist students with their educational, vocational and personal needs and plans?	( )	( )	( )
i. Are student records maintained and used effectively by the staff?	( )	( )	( )
j. Is there evidence that an effective placement program has been established?	( )	( )	( )
k. Are follow-up surveys conducted immediately upon graduation and again after three years?	( )	( )	( )

EVALUATION:

Guidance services for vocational and technical students have been developed to a degree which is	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	ABOVE AVERAGE
	( )	( )	( )	REASONABLY GOOD
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

SECTION I - ADMINISTRATION AND GUIDANCE (Continued)

5. How satisfactory are the local time schedules for students enrolled in vocational and technical education classes?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Are state standards pertaining to time requirements for occupational, related, and general education classes being met?	( )	( )	( )
b. Are state standards pertaining to time requirements for cooperative occupational classes being met?	( )	( )	( )
c. Do existing class schedules permit vocational and technical students to participate in school activities such as athletics, student councils, and clubs?. . . .	( )	( )	( )
d. Are vocational and technical students scheduled with students from other programs in academic classes according to their individual ability?	( )	( )	( )
e. Are vocational and technical students scheduled with students from other programs in home room cafeteria, and assemblies?.	( )	( )	( )

EVALUATION:

	GROUP A	GROUP B	GROUP C	
Local time schedules for vocational and technical education classes are	( )	( )	( )	HIGHLY SATISFACTORY
	( )	( )	( )	SATISFACTORY
	( )	( )	( )	A WORKABLE ARRANGEMENT
	( )	( )	( )	POORLY WORKED OUT
	( )	( )	( )	UNACCEPTABLE

COMMENTS:

SECTION II

CURRICULUM

SECTION II - CURRICULUM

STATEMENT OF GUIDING PRINCIPLES

The nature of offerings should be determined and evaluated on the basis of individual and community needs. The term "community" should be thought of as the area in which those enrolled in the program are or may be employed.

1. How adequate are the procedures used to determine the areas of instruction to be offered?

CHECKLIST:

		GROUP A	GROUP B	GROUP C
a.	Has an occupational survey been made in the past three years?	( )	( )	( )
b.	Has a survey of student needs and interests been made in the past three years?	( )	( )	( )
c.	Has the existing program of vocational-technical education been appraised in terms of these surveys and recent valid data?	( )	( )	( )
d.	Is there an organized program of curriculum improvement and development?	( )	( )	( )
e.	Is the course of study reviewed annually by a local craft committee?	( )	( )	( )
f.	Is the course of study kept up to date by annual revision?	( )	( )	( )
g.	Does the person directly in charge of vocational-technical education or his representative maintain contacts with representatives of employee groups?	( )	( )	( )
h.	Does the person directly in charge of vocational-technical education or his representative maintain contacts with representatives of business and industrial management?	( )	( )	( )
i.	Does the person directly in charge of vocational-technical education or his representative maintain contacts with the employment service and other community groups in regard to employment patterns?	( )	( )	( )

EVALUATION:

The procedures used to determine the areas of instruction to be offered are	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	VERY COMPREHENSIVE
	( )	( )	( )	THOROUGH
	( )	( )	( )	ADEQUATE
	( )	( )	( )	LIMITED IN DETAIL
	( )	( )	( )	UNSATISFACTORY

COMMENTS:

SECTION II - CURRICULUM (Continued)

2. To what extent is vocational-technical education available?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Are sending schools participating to the extent of their quota?	( )	( )	( )
b. Is the program adequate in terms of individual courses offered and number of students who desire to enroll in such courses?	( )	( )	( )
c. Is there a cooperative work experience program?	( )	( )	( )
d. Is there an adult program?	( )	( )	( )
e. Is the adult program based on employment opportunities?	( )	( )	( )
f. Is the adult program based on known student needs and interests?	( )	( )	( )

EVALUATION:

The extent to which vocational-technical education is available is	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	HIGHLY SATISFACTOR
	( )	( )	( )	SATISFACTORY
	( )	( )	( )	A WORKABLE ARRANGE MENT
	( )	( )	( )	POORLY WORKED OUT
	( )	( )	( )	UNACCEPTABLE

COMMENTS:

SECTION II - CURRICULUM (Continued)

3. How adequately does the vocational-technical program meet the needs of individuals and the community?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. To what extent do the placement and follow-up records reveal that the needs of in-school youth were met?	( )	( )	( )
b. To what extent do the placement and/or follow-up records reveal that the training given to adults meets their needs?	( )	( )	( )
c. Are students informed of the related groups of occupations in which the training being given could be of value?	( )	( )	( )
d. To what extent does the training being given meet the needs of the community for trained workers as revealed by the most recent occupational survey or other indicators of needs? . .	( )	( )	( )
e. Is there provision for training adults with a limited educational background?	( )	( )	( )
f. Is there provision for training in-school youth of limited ability?	( )	( )	( )
g. To what extent are the training needs of both males and females of the community being met?	( )	( )	( )
h. Do the in-school students have a functioning social organization based upon their occupational interest?	( )	( )	( )

EVALUATION:

The vocational-technical program meets the needs of individuals and the community to a	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	GREAT EXTENT
	( )	( )	( )	CONSIDERABLE EXTENT
	( )	( )	( )	MEDIUM EXTENT
	( )	( )	( )	LIMITED EXTENT
	( )	( )	( )	VERY INADEQUATE EXTENT

COMMENTS:

SECTION II - CURRICULUM (Continued)

4. To what extent are the learning activities representative of the present progressive practices used in business and/or industry?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is there evidence that modern business and/or industry techniques are being taught?	( )	( )	( )
b. Is there evidence of compliance with accepted business and/or industry standards with reference to time consciousness on the part of the students?	( )	( )	( )
c. Is there evidence of compliance with accepted business and/or industry work standards with reference to quality of work produced by the students?	( )	( )	( )
d. Is there evidence that business and industry practices of personnel organization are followed?	( )	( )	( )
e. Is there evidence that the safety practices and techniques used in vocational-technical training are representative of those used in business and industry?	( )	( )	( )

EVALUATION:

The learning activities are representative of the present progressive practices in business and/or industry to a.	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	GREAT EXTENT
	( )	( )	( )	CONSIDERABLE EXTENT
	( )	( )	( )	MEDIUM EXTENT
	( )	( )	( )	LIMITED EXTENT
	( )	( )	( )	VERY INADEQUATE EXTENT

COMMENTS:

SECTION III

PHYSICAL FACILITIES

SECTION III - PHYSICAL FACILITIES

STATEMENT OF GUIDING PRINCIPLES

The physical facilities for a program of vocational-technical education should be selected or constructed, arranged, and maintained to provide for the efficient and safe training of youth and adults for entrance into or advancement in, the occupations of the community.

1. How desirable is the site of the building in which vocational-technical education classes are held?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is it located approximately in the center of the population of the persons who will be trained?	( )	( )	( )
b. Is there room for expansion?	( )	( )	( )
c. Is the building site in a desirable section of the community?	( )	( )	( )
d. Is the site readily accessible?	( )	( )	( )
e. Are public transportation and parking facilities adequate?	( )	( )	( )
f. Is the building site convenient to the school(s) serving as the source of student supply?	( )	( )	( )

EVALUATION:

	GROUP A	GROUP B	GROUP C	
The site of the building is	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	ACCEPTABLE
	( )	( )	( )	CONDITIONAL
	( )	( )	( )	UNACCEPTABLE

COMMENTS:

2. How adequate is the housing provided for the vocational-technical education program?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Are the facilities appropriate for the activity for which they are being used?	( )	( )	( )
b. Do the facilities permit expansion?	( )	( )	( )
c. Have administrative facilities such as office space, conference rooms, and storage rooms been provided?	( )	( )	( )
d. Does the building meet state, local, and industrial codes, and/or requirements such as toilets, washrooms, corridor widths, stairs, heating, ventilating, lighting, exits, fire escapes, and others?	( )	( )	( )
e. Can facilities required for adult classes be used independently of the rest of the building?	( )	( )	( )
f. Are the facilities of adequate size to house all training being given?	( )	( )	( )

EVALUATION:

	GROUP A	GROUP B	GROUP C	
The housing facilities are.	( )	( )	( )	MORE THAN NEEDED
	( )	( )	( )	SUFFICIENT FOR EXPANSION
	( )	( )	( )	ADEQUATE FOR THE NEEDS
	( )	( )	( )	INSUFFICIENT TO MEET MINIMUM NEEDS

COMMENTS:

3. To what extent does the layout or floor plan for the vocational-technical areas make possible effective instruction?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Are the related instructional areas located near or adjacent to the manipulative areas?	( )	( )	( )
b. Are the room sizes adequate?	( )	( )	( )
c. Are there adequate provisions for using visual aids?	( )	( )	( )
d. Are there adequate and convenient storage facilities?	( )	( )	( )
e. Are washrooms and toilet facilities adequate and convenient?	( )	( )	( )
f. Are exhibit space and bulletin boards provided and utilized?	( )	( )	( )
g. Does the arrangement of equipment allow for a logical flow of work?	( )	( )	( )
h. Does the arrangement of equipment provide for adequate aisle space?	( )	( )	( )

EVALUATION:

The floor plans for the vocational-technical areas are	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	SUITABLE
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

4. To what extent does the layout or floor plan for each area make possible effective instruction?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Does the instructor have an adequate view of all activities?	( )	( )	( )
b. Are the manipulative areas sufficient in size for the proper placement of all necessary equipment?	( )	( )	( )
c. Is the equipment so arranged as to provide for efficient and safe instruction and operation?	( )	( )	( )
d. Are storage facilities adequate and convenient?	( )	( )	( )
e. Are receiving and shipping facilities adequate and convenient?	( )	( )	( )
f. Is the number, size, condition, and location of student laboratory lockers satisfactory?	( )	( )	( )
g. Are washrooms and toilet facilities adequate and convenient?	( )	( )	( )
h. Is a library of special reference materials provided in each shop laboratory?	( )	( )	( )
i. Is an adequate clean floor space provided in front of entrances, exits, tool panels and wash fountains?	( )	( )	( )
j. Is the shop/laboratory orderly, attractive and does it provide an example of good housekeeping to the pupils?	( )	( )	( )

EVALUATION:

	GROUP A	GROUP B	GROUP C	
The floor plans of each area are.	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	SUITABLE
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

5. How adequate and appropriate are the tools and/or equipment available in each area?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Are the manipulative areas suitably equipped with the types and varieties of tools and/or equipment to make possible effective training?	( )	( )	( )
b. Is the number of tools and/or items of equipment adequate?	( )	( )	( )
c. Is the quality of tools and/or items of equipment comparable to those used in business and industry?	( )	( )	( )
d. Is the size of tools and/or items of equipment comparable to that of those used in local business and industry?	( )	( )	( )
e. Are the tools and/or items of equipment maintained in a satisfactory working condition?	( )	( )	( )
f. Is there a functioning plan for the replacement of obsolete, unsafe, and worn-out tools and/or items of equipment?	( )	( )	( )
g. Are the tools and/or items of equipment found in the shop or laboratory necessary for the successful operation of the existing program or that planned for the future?	( )	( )	( )
h. Does the equipment and/or furniture have sufficient flexibility of movement to permit effective demonstration grouping for learning, and independent study?	( )	( )	( )
i. Are adequate tools and/or items of equipment available for experiments and/or demonstrations?	( )	( )	( )

EVALUATION:

The tools and/or equipment available in each area are. . .	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	ACCEPTABLE
	( )	( )	( )	CONDITIONAL
	( )	( )	( )	UNACCEPTABLE

COMMENTS:

SECTION III - PHYSICAL FACILITIES (Continued)

6. How safe are the tools and/or items of equipment and the physical facilities provided for vocational-technical education?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Are all tools, machines, and equipment properly guarded?	( )	( )	( )
b. Are the floors normally free from hazards, and if necessary, properly marked so as to provide work areas and aisles?	( )	( )	( )
c. Are adequate facilities provided for the storage and/or disposal of inflammable materials?	( )	( )	( )
d. Is adequate equipment provided for giving a fire alarm, calling the fire department, and extinguishing fire?	( )	( )	( )
e. Is all electrical equipment properly installed, fused, controlled, guarded, and designated?	( )	( )	( )
f. Is all gas, oil, or air equipment properly installed, controlled, guarded, and designated?	( )	( )	( )
g. Are first aid supplies available in the shop?	( )	( )	( )

EVALUATION:

The provisions for safety are made with	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXTREME CARE
	( )	( )	( )	AMPLE CARE
	( )	( )	( )	MODERATE PRECAUTION
	( )	( )	( )	LITTLE THOUGHT
	( )	( )	( )	NO PRECAUTION

COMMENTS:

SECTION IV

INSTRUCTION

SECTION IV - INSTRUCTION

A. Instructional Staff

STATEMENT OF GUIDING PRINCIPLES

The instructional staff should be made up of competent individuals functioning as a cooperative group, having common goals, and motivated by high ideals.

1. To what extent do the personal qualifications and professional attitudes of the instructor contribute to efficient learning on the part of the students?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is the instructor properly groomed and satisfactorily dressed for the instruction to be given?	( )	( )	( )
b. Is there evidence that the instructor has the respect and confidence of the students?	( )	( )	( )
c. Is there evidence that the instructor arouses the students' interest in learning?	( )	( )	( )
d. Does the instructor react favorably to advice and constructive criticism?	( )	( )	( )
e. Is there evidence that the instructor's attitude toward his job stimulates the development of desirable attitudes toward work on the part of the students?	( )	( )	( )
f. Does the instructor have a good understanding of the age group which he instructs?	( )	( )	( )
g. Is there evidence that the instructor participates cooperatively in all phases of the school program?	( )	( )	( )
h. Is there evidence that the instructor recognizes the importance of the objectives of the school's total educational program?	( )	( )	( )

EVALUATION:

The personal qualifications and professional attitudes of the instructor appear to be	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	ABOVE AVERAGE
	( )	( )	( )	REASONABLY GOOD
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

SECTION IV - INSTRUCTION (Continued)

2. To what extent does the instructor possess the professional qualifications necessary for effective teaching?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is the instructor properly certified?	( )	( )	( )
b. Has the instructor developed further professional qualifications beyond certification by advanced training?	( )	( )	( )
c. Has the instructor made any professional contributions such as preparing instructional materials or developing instructional methods?	( )	( )	( )
d. Does the instructor belong to and participate in accepted national, state, and local professional organizations? . . .	( )	( )	( )
e. Is there evidence that the instructor has knowledge of safety, first aid, and hygiene as it applies to the occupation taught?	( )	( )	( )
f. Does the instructor actively participate in departmental and staff meetings?	( )	( )	( )
g. Is the instructor familiar with the "Rhode Island Administration Plan for Vocational and Technical Education?" . . .	( )	( )	( )

EVALUATION:

The professional qualifications of the instructor appear to be	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	AVERAGE
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

SECTION IV - INSTRUCTION (Continued)

3. To what extent does the instructor's business or industrial experience and knowledge of current practices provide him with an adequate degree of competency for the instruction being given?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is there evidence that the instructor's occupational experience is sufficiently recent?	( )	( )	( )
b. Is there evidence that the skills and knowledge taught by the instructor are acceptable to business and/or industry?	( )	( )	( )
c. Is there evidence that the instructor makes frequent and purposeful visits or contacts to businesses or industries to keep himself abreast of his trade or occupation?	( )	( )	( )
d. Is there evidence that the instructor makes frequent use of current periodicals to keep him abreast of his occupation?	( )	( )	( )

EVALUATION:

The occupational competency of the instructor appears to be.	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	ACCEPTABLE
	( )	( )	( )	CONDITIONAL
	( )	( )	( )	UNACCEPTABLE

COMMENTS:

SECTION IV - INSTRUCTION (Continued)

B. Instructional Activities

STATEMENT OF GUIDING PRINCIPLES

The instructional activities should aim to develop saleable occupational skills and knowledge, desirable behavior patterns, and acceptable social traits.

1. How satisfactorily does the instructor follow a plan of instruction that contributes to efficient learning on the part of the student?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is there evidence that the instruction given is based on the course of study?	( )	( )	( )
b. Is there evidence that correlation exists between the course of study and the daily teaching content?	( )	( )	( )
c. Is there evidence that the instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates?	( )	( )	( )
d. Is there evidence of planning to provide for correlation between the manipulative and technological phases of the training?	( )	( )	( )

EVALUATION:

	GROUP A	GROUP B	GROUP C	
The plan of instruction seems to be followed by the instructor.	( )	( )	( )	WHOLEHEARTEDLY
	( )	( )	( )	QUITE WELL
	( )	( )	( )	VERY WELL
	( )	( )	( )	VERY LITTLE
	( )	( )	( )	NEVER

COMMENTS:

2. To what extent does the instructor use the most effective teaching methods in each learning situation?

CHECKLIST:

	GROUP A	B	C
a. Do the instructional methods used seem to develop interest and motivation in the students?	( )	( )	( )
b. Do the methods used appear to be the most effective means of developing the skills or providing the information being taught?	( )	( )	( )
c. Do the methods used make possible instructor evaluation of student progress?	( )	( )	( )
d. Is there evidence that the instructor is aware of the individual differences of the learner and teaches accordingly?	( )	( )	( )
e. Does the instructor use as a method business and industry visitations?	( )	( )	( )
f. Are resource people from the community invited to participate in the program?	( )	( )	( )
g. Is there evidence of correlation between the instruction given in the manipulative phases of the occupation and the related technology taught?	( )	( )	( )
h. Are methods of shop management based upon sound educational principles, and wherever possible, upon those methods most frequently found in business or industrial situations?	( )	( )	( )

EVALUATION:

The teaching methods chosen by the instructor appear to be	GROUP A	B	C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	AVERAGE
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

SECTION IV - INSTRUCTION (Continued)

C. Instructional Aids and/or Materials

STATEMENT OF GUIDING PRINCIPLES

Appropriate instructional aids and/or materials should be selected and used to stimulate interest, to facilitate learning, and to make possible either individual or group instruction.

1. How satisfactory do the instructional aids and/or materials used by the instructor meet the specific needs of the students in each class?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Are the following teaching aids used?			
1. Lesson plans			
2. Assignment sheets			
3. Information sheets	( )	( )	( )
b. Are sufficient up-to-date textbooks used effectively? . . .	( )	( )	( )
c. Are manuals, handbooks, periodicals, and manufacturer's publications used effectively?.	( )	( )	( )
d. Are visual aids, such as films, slides, mock-ups, and cutaways used effectively?.	( )	( )	( )
e. Is there evidence that instructional aids and/or materials selected for use are appropriate and timely?.	( )	( )	( )
f. Is there evidence that field trips are used as an instructional aid?.	( )	( )	( )

EVALUATION:

The use of instructional aids and/or materials is.	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCEPTIONALLY GOOD
	( )	( )	( )	ABOVE AVERAGE
	( )	( )	( )	AVERAGE
	( )	( )	( )	BELOW AVERAGE
	( )	( )	( )	POOR

COMMENTS:

2. How effectively does the instructor motivate and guide the students in the use of instructional aids and/or materials?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Is there evidence that the students can readily locate and use the instructional aids and/or materials they need?	( )	( )	( )
b. Is there evidence that the instructional aids and/or materials used by the student indicate a correlation between his manipulative and trade technology instruction?	( )	( )	( )

EVALUATION:

The motivation and guidance of the students in the use of instructional aids and/or materials is. . . .	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	COMPREHENSIVELY DONE
	( )	( )	( )	THOROUGHLY DONE
	( )	( )	( )	ADEQUATELY DONE
	( )	( )	( )	PARTIALLY DONE
	( )	( )	( )	NOT DONE AT ALL

COMMENTS:

D. Methods of Evaluating the Progress of Students

STATEMENT OF GUIDING PRINCIPLES

Evaluation should be a continuous process and an integral part of instruction concerned with measuring individual growth and development and intended to improve the quality of instruction.

1. Is there an effective plan for the evaluation of student progress used by the instructor?

CHECKLIST:

	GROUP A	B	C
a. Is student evaluation an integral part of the instructional program and is it a continuous process?	( )	( )	( )
b. Are objective techniques based upon industrial standards used to evaluate the work of students?.	( )	( )	( )
c. Are student aptitude and abilities considered in evaluation?	( )	( )	( )
d. Does the instructor confer with employers of students involved in a CO-OP program?.	( )	( )	( )
e. Does the instructor seek the counsel of other staff members who can help him evaluate student progress?	( )	( )	( )

EVALUATION:

The plans for evaluation of student progress are.	GROUP A	B	C	
	( )	( )	( )	EXCELLENT
	( )	( )	( )	VERY GOOD
	( )	( )	( )	GOOD
	( )	( )	( )	FAIR
	( )	( )	( )	POOR

COMMENTS:

2. Are there reliable and valid records kept by the instructor which reveal the student's progress?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Are records of progress kept for each individual student and are they used as a basis for guidance and placement, job assignments and grading?	( )	( )	( )
b. Does the instructor maintain an accurate record of attendance for each student enrolled in his class?	( )	( )	( )

EVALUATION:

The records kept by the instructor are.	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCEPTIONALLY GOOD
	( )	( )	( )	ABOVE AVERAGE
	( )	( )	( )	AVERAGE
	( )	( )	( )	BELOW AVERAGE
	( )	( )	( )	POOR

COMMENTS:

3. How effectively does the instructor use the information provided by tests, records of measurement, interviews, and follow-up records to improve instruction?

CHECKLIST:

	GROUP A	GROUP B	GROUP C
a. Does the instructor re-teach the skills and knowledge which in an evaluation of group learning indicates that they have not been mastered by the students?	( )	( )	( )
b. Does the instructor provide further help for any individual whose skills and knowledge have been found inadequate when evaluated?.	( )	( )	( )
c. Does the instructor take action to revise his plan of instruction or improve his teaching methods when either have been revealed as unsatisfactory?.	( )	( )	( )
d. Does the instructor use follow-up data of graduates to make necessary revisions in the program?	( )	( )	( )

EVALUATION:

The use made by the instructor of evaluative information is.	GROUP A	GROUP B	GROUP C	
	( )	( )	( )	EXCEPTIONALLY GOOD
	( )	( )	( )	ABOVE AVERAGE
	( )	( )	( )	AVERAGE
	( )	( )	( )	BELOW AVERAGE
	( )	( )	( )	POOR

COMMENTS: